

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the writer presents background of the study, limitation of the study, problem statements, objective of study, significant of study, and research paper organization.

#### **A. Background of the Study**

According to Tarigan (1990:3-4) speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Speaking skill is learned and developed in child life. Before they can speak, the children observe the way their parents get interaction with each other. Children learn language by listening how people speak. By listening the way people speak, children can build their language skills.

Speaking skill is one of skills when you learn language. In studying language, you will learn four skills, namely, listening skill, speaking skill, reading skill and writing skill. In studying language, speaking skill is one of language skills that language learners should gain well. The learners sometimes feel speaking is very difficult rather than writing or listening. It happens when the language learners want to produce a language, the language learners should translate their ideas into speech. As Lazaraton says (2002: 103) in Fauziati (2010:17) this is the reason why speaking in a foreign language is not an easy task for language learners. They are not prepared for spontaneous communication and cannot cope with all of its simultaneous demands.

According to Hamer (1991 :40-42), in teaching speaking, the learners should combine balance activities.

"advocates what he calls a "balanced activities" approach, taking into account language input, practice output, and communicative output. Language input is roughly tuned; that is, it is more difficult than the learners' current level of comprehension. Roughly tuned input is often found in activities where the ostensible purpose is learning to listen or learning to read, especially when authentic listening or reading passages are used. In practice output, accuracy of performance is important. It is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. In truly communicative output, the learners' main purpose is to complete some kind of communicative task. When the focus is on such a task, language becomes a tool, rather than an end in itself. In most

communicative output activities, learners will have to call on any or all of the language that they know."

In balanced activities based on Grace Stovall Burkart (1998:177),

"the teacher ensures that learners get a variety of activities from these different categories of input and output. Most importantly, learners at all proficiency levels including beginners will benefit from this variety of activities. Not only is such variety more motivating, it is also more likely to result in effective language learning."

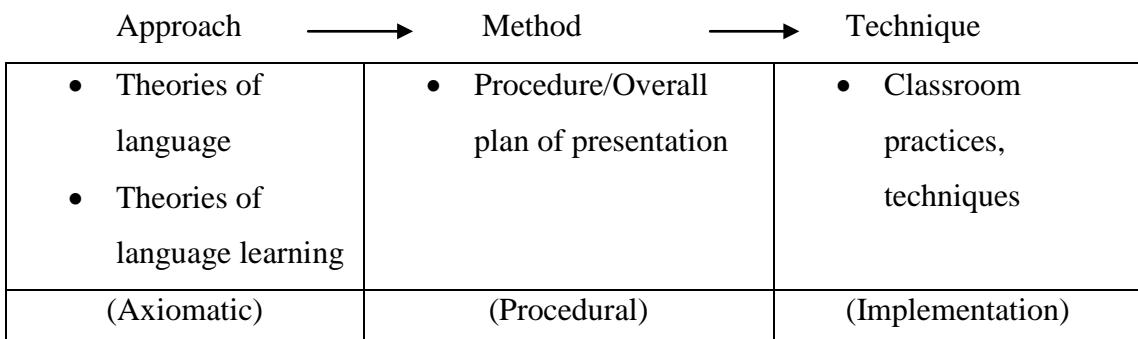
Teaching speaking for beginners should be interesting. The teacher should make interesting material and motivate the students to speak. In improving speaking skill, the teacher should instruct the students to speak as much as possible. The teacher can use discussion as learning activities in the classroom and discuss about interesting topic in internet, tv program, magazine, or vacation. It can motivate the students to participate to discuss and when the students are interested with the topic. They will talk to one another and the class can be active. Speaking skill can improve if the students have much practice. The teacher should apply suitable technique, to explore their ability to speak confidently.

The students usually feel afraid to speak English in the class, because the students are afraid to make mistake in spelling the word and not confident to speak English. The students view their mistake usually in pronunciation, grammar and limited vocabulary. It becomes a problem and obstacle for students to speak English.

English becomes a new language for 7<sup>TH</sup> grade students of junior high school or may be some students have learned English since elementary school. Every child has different ability to learn something new, especially to learn a new language. Some students can learn or understand a language quickly and some of them need a long time to understand. in developmental stage for learning a new language the teacher needs suitable technique to make students interested and activated.

However, it can be confusing for many people to identify the term approach, method, and technique. Edward Anthony In Fauziati (2014: 11) clearly identifies three levels of conceptualization and organization, which are termed as approach, method, and technique, shown in chart below.

### Anthony's Diagram of Approach, Method, and Technique



Anthony in Fauziati (2014: 12) defines method as “an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic whereas a method is procedural”. Method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. Thus, Method is theoretically related to an approach and is organizationally determined by a design.

Anthony in Fauziati (2014: 12) defines technique as “implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well”. Fauziati (2014: 13) states that "technique is classroom practices done by the teacher when presenting a language program. This is the way the classroom activities are integrated into lessons and used as the basic for teaching and learning.”

In teaching language, the teacher applies a technique to present a language program which is done in a classroom. The teacher should apply various techniques to present a language program to make the students active and interested in learning process. There are some teachers especially at SMP N 2 Banyudono who do not concern the technique in teaching speaking. Some teachers use traditional technique without concern whether the students already understand or master the material or not. There are many techniques to promote teaching speaking such as discussions, song, role play, storytelling, picture describing and etc. In fact, the students seldom have opportunity to practice and develop their speaking skill, because the teacher just focuses on grammar and vocabulary without giving the opportunity for students to speak English.

From the facts above, the writer wants to conduct research about classroom technique applied by English teacher at SMP N 2 Banyudono. The writer wants to conduct research entitled "**CLASSROOM TECHNIQUES IN TEACHING SPEAKING TO THE 7<sup>TH</sup> GRADE STUDENTS OF SMP N 2 BANYUDONO IN 2016/2017 ACADEMIC YEAR**"

## **B. Limitation of the Study**

In this research, the researcher makes limitation and only focuses on the classroom techniques in teaching speaking to the 7<sup>TH</sup> grade class of SMP N 2 Banyudono in 2016/2017 academic year. The subject of this research is English teacher of 7<sup>TH</sup> grade class and students of 7<sup>TH</sup> grade class of SMP N 2 Banyudono. The researcher will get the data in teaching learning process in the classroom..

## **C. Problem Statements**

Based on the statement in the background of the study the researcher formulates four problems:

1. What are the kinds of classroom techniques used in teaching speaking at SMP N 2 Banyudono?
2. What are the purposes of using each classroom techniques used in teaching speaking at SMP N 2 Banyudono?
3. What are the teacher's roles in classroom techniques in teaching speaking at SMP N 2 Banyudono?
4. What are the student's roles in classroom technique in teaching speaking at SMP N 2 Banyudono?

## **D. Objective of Study**

Based on the problem statements above the researcher formulates objectives of research as follow:

1. To describe the classroom techniques used in teaching speaking at SMP N 2 Banyudono.
2. To describe the purposes of using each classroom techniques used in teaching speaking at SMP N 2 Banyudono.

3. To describe the teacher's roles in classroom techniques in teaching speaking at SMP N 2 Banyudono.
4. To describe the student's roles in classroom techniques in teaching speaking at SMP N 2 Banyudono.

## **E. Significant of Study**

The results of this research are expected to be useful as theoretically and practically.

### 1. Theoretically

This research can be used as a reference for university students as a sample for research or people who are studying or teaching English.

### 2. Practically

#### a. Students

This research can motivate the students in learning English especially in learning speaking.

#### b. Teacher

This research can be useful for English teachers to develop speaking skills of their students.

#### c. The reader

This research will be useful for other researchers as a reference for the research in the future.

## **F. Research Paper Organization**

The organization of this research consists of five chapters. Chapter I is introduction, which covers background of the study, limitation of the study, problem statement, objective of the study, significance of study, and research paper organization.

Chapter II is underlying theory. It contains review of previous studies, and some related theories which deal with notion of approach, method and techniques,

notion of learning, principles of teaching speaking, technique of teaching speaking, teacher's roles, student's roles, and theoretical framework.

Chapter III covers type of the research, setting, data and data sources, technique of collecting data, data validity, technique of analyzing data and credibility of data.

Chapter IV consists of research findings and discussion of findings. It includes the kinds of classroom techniques used in teaching speaking at SMP N 2 Banyudono, the purposes of using each classroom techniques used in teaching speaking at SMP N 2 Banyudono, teacher's roles and student's roles.

Chapter V presents conclusion, pedagogical implication, and suggestion. In this chapter, the writer draw conclusion, pedagogical implication, and suggestion.